The problem of moral education is to secure the organic relation and interaction of knowledge and conduct. These scattered points suggest very inadequately the method and conclusions of *Democracy and Education*. The unique and distinctive quality of the thought is lost when one attempts to summarize it.

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Contributions to Education, Teachers College, Columbia University, New York City:

1. *Completion-Test Language Scales*. By MARION REX TRAHNE. Pp. 118. $1.50.
2. *Measurements of Some Achievements in Arithmetic*. By CLIFFORD WOODY. Pp. 63. $1.00.
3. *Adjustment of School Organization to Various Population Groups*. By ROBERT ALEXANDER FYFE MCDONALD. Pp. 145. $1.50.
4. *The Relations of General Intelligence to Certain Mental and Physical Traits*. By CYRUS D. MEAD. Pp. 117. $1.50.
5. *Ventilation in Relation to Mental Work*. By E. L. THORNDIKE, W. A. MCCALL, and J. C. CHAPMAN. Pp. 83. $1.00.

Teachers College, Columbia University, is rendering an extremely valuable service to the cause of the scientific study of education in publishing as "Contributions to Education" the results of scientific research studies carried on under the direction of the faculty. Education as a special field of study lacks a set of working tools, and definite social objectives. Every piece of scientific research that results in a workable tool or in a definite social objective is timely, even though the product does not have all of the accuracy found in some of the older fields of scientific research.

The author's problem in *Completion-Test Language Scales* was to build a scale or scales that will accurately measure language ability in school children. He describes very clearly the means and methods used in formulating his scales. He assumes that achievement in filling-in the correct words in the completion-test sentences is distributed according to the normal curve frequency. He bases his study upon the fact that "one of the most constant things about a variable fact is the amount of its variability." He adopts as "the most convenient measure of the

variability to use as a unit," the median deviation or probable error (P.E.). With this working basis he works out his scales, thirteen in all. The main one, Scale A, "contains two second-grade sentences, two third-grade sentences, and so on up through the eighth grade and high school, ending with two sentences which had proved so difficult that a rather small percentage of the first-year college class had been able to complete them."

The author's problem in *Measurements of Some Achievements in Arithmetic* was to derive a series of scales with which to measure the achievement of school children in Grades II–VIII, in the four fundamental operations in arithmetic. The author assumes "that achievement in the solution of problems in the fundamental process is distributed according to the normal surface of frequency," and he adopts as the unit of measurement the median deviation or probable error (P.E.) of a grade distribution. "Two distinct series of scales in each of the fundamental operations have been derived. Series B contains about half as many problems as Series A. Series A thus has a greater power of diagnosing the weakness of a class and is recommended where there is ample time for testing. Series B was devised especially for use where the amount of time that can be devoted to measuring is very limited."

The problem in *Adjustment of School Organization to Population Groups* is to determine "how far the school system of the nation has responded to the special needs of non-typical pupils, above and below normal." The "non-typical" groups selected are: the deaf; juvenile delinquents; blind; dependent and neglected children; feeble-minded, retarded, and epileptic; cripples; non-English-speaking immigrants; open-air schools; speech defectives; and exceptionally gifted children. He says: "It is clear that the school system has for the past century been growing increasingly sensitive to the needs of special population groups." The investigation shows that the schools have been very slow in making special adaptations for the exceptionally gifted children, and that there is great need for further study on what is being done for these children.

Dr. Mead's problem in *The Relation of General Intelligence to Certain Mental and Physical Traits* is to find out the relation of general intelligence to (1) the age of walking and talking, (2) height and weight of children, (3) strength of grip and dexterity, (4) perception and memory. The study is based upon data collected and tests made upon 430 feeble-minded and 480 normal children. His valuable conclusions are based upon a very careful analysis of the data.

Professor Edward Lee Thorndike's name connected with the study on *Ventilation in Relation to Mental Work* will add weight to the radical conclusion based upon the scientific tests described in this monograph. The summary and interpretations are made by Professor Thorndike. He says: "With the forms of work and lengths of periods used, we find that when an individual is urged to do his best he does as much, and does it as well, and improves as rapidly in a hot, humid, stale, and stagnant air condition as in an optimum condition." And again: "Given x units of mental product to be produced in a year and assuming that the opportunities for recreation are equally attractive in all months, it seems possible that the slackening of mental work in the hot months might be of little or no use. . . . . On the whole, then, the experiences of daily life may conceivably be entirely consistent with the absence of any effect of bad air upon the ability to do mental work, and with the absence of any effect of a 68° to 75° temperature difference upon the *readiness* to do mental work."

If Professor Thorndike's interpretations of these studies are verified by further studies, there should follow some radical changes in the present standards used in ventilation of school buildings.

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The Function of Socialization in Social Evolution. By ERNEST W. BURGESS. Chicago: The University of Chicago Press, 1916. Pp. vii+237.

By "socialization" is meant the development of individuality in association, in so far as individuality is a social product. It means "participation of the individual in the spirit and purpose, knowledge and methods, decision and action of the group." The thesis of the book is that society produces individuals who participate more or less completely in a social life that is more or less elevated and fit for continuance and further progress, and that upon the degree and type of the socialization which a society produces in its members, as individuals, chiefly depends the further progress or decline of the society, as a society. Socialization does not mean merely, nor even mainly, that participation in the *intellectual* tradition of society which Ward so effectively emphasized, but it means also, and even more, participation in the *ethical* tradition, of valuations and modes of co-operative endeavor.

The volume is divided into three parts. Part I discusses the effects of socialization upon discovery and invention, upon the welcoming or